

E-Literacy: New Technologies, Academics and Administrative Responsibilities in Obafemi Awolowo University, Ile-Ife

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How to cite this paper: Babalola, A. C., & Femi-Aderinto, A. M. (2018). E-Literacy: New Technologies, Academics and Administrative Responsibilities in Obafemi Awolowo University, Ile-Ife. *The Educational Review, USA*, 2(3), 222-232.
<http://dx.doi.org/10.26855/er.2018.03.004>

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Abstract

This study was set out to find out the deployment strategies of academic staff involved in result processing; identify the problems associated with the use of OAUISIS and e-portal; discuss the significant improvements and or drawbacks in applying the new technology in the processing of students' results; and examine the impact of the administrative responsibility on the academic staff's career development. The research design that was adopted for this study is the case study design. The population for the study comprises all lecturers in Obafemi Awolowo University Ile-Ife, Nigeria from where ten lecturers were purposively selected as cases that were studied. Although results computation is expected to be done by all lecturers but the senior colleagues were not well disposed to it and most of them were not involved in computation of results. It was also discovered that lecturers could work and not compute results if they were not assigned to do so. The study recommends among others that the new technology should be embraced by all, lecturers who are involved in results computation should be motivated in different ways to respond positively to the package and, this new technology should be reviewed regularly.

Keywords

E-Literacy, TCP (Total Cumulative Point), TNU (Total Number of Units), CGPA (Cumulative Grade Point Aggregate)

1. Introduction

Long after Nigeria gained her independence, the Government of Western Nigeria established University of Ife (now Obafemi Awolowo University). The University came into being in 1962 with an initial enrolment of 244 students. The citadel of learning is located in the town of Ile-Ife, which is about 80 kilometres Northeast of Ibadan. Ife is known worldwide as the centre of an ancient civilization. In 1975, the University became a federal university with the promulgation of the University of Ife (Transitional Provisions) Decree No. 23 of 1975, by the Nigerian Federal Military Government. Presently, the student population at OAU Ife is over 20,000 with about 1,000 academic staff, and over 3,000 non-academic staff (Odebiyi and Aina, 1999).

With the growing numbers of students, changes such as new innovations in teaching and learning, Science and Technology, Agriculture and so on were necessary in order to re-position the university as a world class University that can compare favourably with its peers in the era of globalization and rapid technological advancement. Measures such as the introduction of the use of the Obafemi Awolowo University Electronic Portal (e-portal) and the Obafemi Awolowo University IFE Student Information System (OAUISIS), among many others were introduced into the University admin-

istrative and academic affairs.

The new technological advancement in Obafemi Awolowo University has made our work as academics easier and more difficult for some others who find it difficult to adjust to the changes. Defining technology in terms of the role played, Orlikowski, (1992) states that technology is a “soft” determinism where technology is posited as an external force having impacts, but where these impacts are moderated by human actors. Also, describing the model of technology as trigger of structural change provided, Barley (1986) cited in Orlikowski, (1992) defines technology as an intervention into the relationship between human agents in an organisational structure, which potentially changes it. He states further that Barley sees the role of technology, not as a material but as a material trigger, occasioning certain social dynamics that lead to anticipated and unanticipated structuring consequences. Technology development and transfer processes are deemed to be the main motivating forces for growth and welfare in developing countries.

Abubakar (2010) writing on the Availability and Use of Information and Communication Technology (ICT) in Six Nigerian University Library Schools stated that “Advancement in Information technology has brought about tremendous progress in university education across the globe in terms of the way university education is delivered and researched.” While citing Mohammed (2008), Abubakar (2010) asserts that “Information and Communication Technologies (ICTs), particularly the Internet, Intranet and other network technologies have continued to impact positively on the methodologies of library and information service delivery, education and training of information providers as well as the information needs and seeking behaviour of the information seekers and users”.

In Obafemi Awolowo University, the e-portal was designed to be used for electronic course registration (e-registration), electronic payment of fees (e-payment), electronic checking of results (e-result), electronic transcript request (e-transcript) and generally for easy storage and retrieval of students’ information (both personal and academic). For e-portal to function effectively, the OAUISIS package which is used for examination results processing was later developed to complement the function of the e-portal. The OAUISIS is a customized version of students’ examination processing package in such a way that it is perfectly inter-related with the e-portal.

For these two packages to function effectively, everyone involved has to work hand in hand. The students register on the e-portal and the part-advisers use it in uploading and downloading the results. The part-advisers are defined online to be involved in downloading and seeing to the processing of the results of their students to the graduating level. Course lectures are expected to post their results online to be downloaded into ISIS by the part-adviser. While all lecturers can log in to the e-portal, access to the ISIS page is restricted to only the authorised lecturers who have been assigned to different levels to handle students’ results. They do this by typing their passwords and staff identification card numbers onto the ISIS entry page and they are logged in.

Since the introduction of these packages in 2006/2007 session, the entire outlook of academic affairs among both students and academic staff has changed. Students are now able to register electronically without assistance and without prejudice to distance or location. They are also able to view their results electronically once they have been uploaded by their course lecturers. However, in every change process there are merits and demerits.

1.1. Objectives

The objectives of the study are to:

- 1) find out the deployment strategies of academic staff involved in result processing;
- 2) identify the problems and drawbacks associated with the use of OAUISIS and e-portal;
- 3) discuss the effects of new technology on staff carrier development.

1.2. Statement of Problem

This study was conceived based on the fact that there are notable problems among staff and students concerning the use of ISIS technology in OAU, Ile-Ife. For example, students have more extra years due to their inability to: use the e-portal and the ISIS packages properly; register properly online in a semester or have failed to register at all for that semester and the issue of Awaiting Result (AR). However, at the onset of each semester, every faculty organises a programme where students are enlightened about issues they need to watch out for throughout their stay in the university but unfortunately most of them fail to avail themselves of the opportunity such programmes offer them. Also, the students are given a handbook by the faculty from which they can access the needed information about the courses to be registered for every semester and other instructions necessary for them. For instance, a student cannot register less than 15 unit courses or more than 24 units within a semester.

Apart from the students, despite many training programmes organized by the Computer Centre which designed the new packages, loading or imputing grades and compilation of results are still on the shoulders of the few mostly junior academics who were able to understand the use of the packages. Also, this affects the career of these junior academic staff because so much time is spent on either uploading the courses they teach or helping colleagues who do not know how to use the package upload theirs. Why are there so many problems concerning student's registration and the use of these packages among staff members? It is against this backdrop that we want to discuss the use of the new technology vis-à-vis the practice and experiences in the time past. This study was also carried out to provide information on the packages in Obafemi Awolowo University which may serve as an eye opener for other institutions.

The questions that these paper sets to answer are:

- 1) What is the process involved in the deployment of academic staff to result processing?
- 2) What are the problems associated with the use of OAUISIS and e-portal?
- 3) What are the significant improvements and drawbacks on career development of the members of staff involved?

2. Methodology

The research design that is adopted for this study is the case study design. A case refers to an event, an entity, an individual or even a unit of analysis. It is an empirical inquiry that investigates a contemporary phenomenon within its real life context using multiple sources of evidence (Noor, 2008). A case study provides a unique example of a real people in a real situation, enabling readers to understand ideas more clearly (Cohen, Maniom and Morrison, 2011). A multiple case study will be employed in this study. The choice for multiple cases is appropriate and supported by Noor (2008) who stated that two or more cases should be included within the same study precisely because the investigator predicts that similar results (replication) will be found. If such replications are indeed found for several cases, you can have more confidence in the overall results.

The population for the study comprises all academic staff in Obafemi Awolowo University Ile-Ife, Nigeria. From the 13 faculties in OAU, 5 faculties were selected using random sampling methods. From the 5 faculties, 2 departments were selected using random sampling method. From each department, 1 academic staff was selected for the study using purposive sampling technique. Each academic staff represents the cases that were studied in detail. In-depth interview was used to elicit information from the respondents.

3. Discussions of Findings

3.1. Research Question One

3.1.1. What Is the Process Involved in the Deployment of Academic Staff to Result Processing?

i. What Is the Process of Staff Involvement in Result Processing in Their Various Departments?

Information on the process of staff involvement in processing and computation of results in various departments reveal that, in some departments, there are committees in charge of uploading results and majority of the staff, most especially the course advisers and the Head of Department (H.O.D) bare involved. It was also revealed that processing and computation of results is mostly done within the department except in rare cases where those involved have to go to computer centre. Excerpts from their responses are presented below:

"...you only post the course in which you are co-ordinating and have been defined by the H.O.D to post that particular course..."

"...I do post two of the courses that I taught in final year..."

"...I am the H.O.D, in the past, I post only the courses I offer and the courses that has been approved and vetted upon by the committee in charge of uploading the results..."

"...we do the uploading in the department through ISIS..., and as the H.O.D, I oversee everything..."

"... I did all the loading for almost a year..."

"...when you come in as a G.A, you are meant to assist in computing results for a particular class..."

"...when I came in as a staff as an Assistant Lecturer, I was placed in the committee of posting the result..."

ii. Relationship between Prior Computer Literacy and Ability to Handle OAUISIS for Result Computation

The respondents were asked the criteria that informed the selection of academic staff for result processing in their departments. The study revealed that selection criteria were not primarily based on staff prior computer knowledge because all academic staff are assumed to be computer literate. But findings still justify that there is a relationship between being computer literate and ability to use OAUISIS package. That is, it is a fundamental requirement that all academic staff should be involved in the processing of result in their respective department based on the assumption that they are all computer literate. According to excerpts from one of the respondents: "Generally, at one point or the other, you have to learn how to work with the ISIS". Another lecturer from Soil Science and Land Resources Management said "In my department once any lecturer is employed he/she would be mentored on these packages by a committee in the department... Excerpts from other respondents also revealed that the package is user friendly enough for easy understanding:

"...I think it is a package that is users friendly enough for usage..."

"...truly, the ISIS package is simple to understand..."

iii. Relationship between OAUISIS Training and the Use of the Package for Result Computation

Majority of the respondents (eight lecturers) said they were trained on the use of the ISIS and the e-portal packages, while others said they were never trained. They learned how to use the packages informally. They engaged in self-directed learning. However, it can be inferred from this study that there is a significant relationship between OAUISIS training and the use of the study. Below are some of the excerpts from their responses:

"...yes, the INTECU organises workshop/seminars and even comes down to the department to train us..."

"...I have not at any time been trained. There was a time I learnt of the work-shop..."

"...I was trained and now training the trainers..."

"...yes, I was trained in 2002 to handle ISIS in processing of students results..."

"...twice I was trained by the ISIS officials, at the department of Botany for the Faculty of Science between 2008/2010..."

3.2. Research Question Two

3.2.1. What Are the Problems Associated with the Use of OAUISIS and E-portal?

i. Problems Associated with the Use of OAUISIS and E-portal

One of the major problems associated with the efficient use of the ISIS as identified by many of the respondents is the easy accessibility of the package which has led to information gap between the students and the part advisers as many students do not seek the advice of their part advisers before registering their courses. As a result, they fall into wrong choices as to what course they are to offer. This is because with the present technology they can register anywhere with many different devices such as phones, iPod, etc. After registering they do not submit their course forms to their advisers on time. When they make any mistake it then becomes very difficult to correct such on the ISIS. Another problem pointed out by the respondents bothered on the problems of internet failure, power outage and the inability to easily make corrections on ISIS and that it is time consuming. Excerpts from the respondents revealed thus:

“... students are the ones giving us problem as a result of their ignorance as regards the use of ISIS and e-portal...”

“...the internet facility goes off and on in terms of net-work coverage. Another issue is the issue of trying to load the results. Unlike those days after the mark sheet, the results are given to the H.O.D...”

“... the noticeable draw-back are, failure in uploading the scores on time by the lecturers who are involved, the server might be down, or there might be no light...”

“...many times we do have system break down in which all the works done since the last back-up and the current time, would be lost. Also, some results and special electives would be mistakenly back-dated. Also, when there is also a system upgrade, our lecturers would not be able to access the e-portal. Power failure is also a major problem...”

A lecturer in the Department of Agricultural Extension and Rural Development also elucidates on this issue: “if a result is posted, and for instance, if the C.A was omitted, it will be easy to correct it manually than using ISIS which will take a very long process... Regarding to ISIS, it’s not that easy to solve issues concerning those with incomplete course units or leave of absence etc. Also, a lecturer in the Department of Electrical Electronics said “we don’t have full control. This is because the software is written by other people and this has limited what one can do with the software” Another lecturer in the Department of Chemistry shares her experience on the use of the ISIS:

“It has been tasking and stressful moments in posting results via ISIS and e-portal. This is as a result of upgrading the ISIS from time to time, so we need to call for help each time we were lost. It wasn’t really a nice experience. It is time consuming, demanding, brain tasking”.

Also, some of the respondents said that the fact that permission to register for less than 15 units is not defined on the ISIS poses a challenge to its usage. One of them from the Department of Soil Science and Land Resources Management revealed this:

“Another area of challenge is permission to register for less than 15 units. It would have been easier for us, if a student has been defined on the e-portal, that they can register for less than 15 units...the idea of writing about permission for leave of absence should be done away with...part-advisers should be given the permission of clearing students instead of passing through the long process of faculty board and so on and so forth...these issues are time consuming and I don’t think there is any compensation for that. Interestingly, not too many people are interested in it...”

3.2.2. Relationship between Academic Staff Administrative Responsibility and the Use of OAUISIS

In accessing the relationship between academic staff administrative responsibility and the use of ISIS technology for result computation, respondents were asked whether all the academic staff were well disposed to the use of ISIS package and e-portal as well as their reactions to it.

Findings on this issue however revealed a strong relationship between assigned administrative responsibility and the use

of ISIS for result computation as some of the respondents revealed that apart from the committee in charge of the ISIS and some selected lecturers, other lecturers might not be able to access ISIS even though they were well disposed to it. Excerpts from some of the responses on this issue are presented below:

“Apart from the committee in charge of it, it is only the authenticated lecturers that are allowed to deal with ISIS issue. E-portal, that’s okay but for ISIS, it is restricted...”

“...if you are not assigned to the result computation, you might not be disposed to it...”

Also some of the respondents believe that computation of results is compulsory for academic staff and it is a task that must be done. ‘People don’t have a choice than to do it. It is mandatory.... One of the three lecturers saw it as a kind of interest ‘I see it as a kind of interest in it (sic). I don’t think the other members shy away from the task because they have computer phobias or because results are sensitive issues. However, the three agreed with five others who said that some senior colleagues were not well disposed to ISIS.

“...this is because not everybody is involved in the ISIS package. Some of the senior colleague might know or might not know... I don’t know about that...”

“...majority of the staffs are well disposed, but not everybody can use the ISIS because it is not meant for everybody...”

Although a lecturer said almost all academic staff in his department is well disposed to the computation of results but this was because most members of his department are young academic staff. According to him:

“...In my department, almost all lecturers in my department are ISIS literate. This is because almost all the member of staff in this department are young lecturers. Even the senior colleagues in this department, are involved in result processing from manual till ISIS era....”

3.3. Research Question Three

3.3.1. What Are the Significant Improvements or Drawbacks Especially on the Career Development of the Members of Staff Involved?

i. The New OAUISIS Technology and Administrative Efficiency

Here, respondents were asked to explain the significant improvements in applying the new technology in the processing of students’ results. Findings revealed that the new ISIS technology for result computation has significantly influenced academic staff administrative efficiency in the entire university. Parts of the major significant improvement are in the area of accessibility. Lecturers do not have to be moving from one department to another searching for their students’ results. Once the results are approved at the departmental level, they are then uploaded on the internet and downloaded by lecturers in other departments. Also, the use of the ISIS makes computation of Total Cumulative Point (TCP), Total Number of Units (TNU) and Cumulative Grade Point Aggregate (CGPA) easier. In addition, it has inbuilt checks and balances that eliminate errors to the barest minimum as attested to by some of the respondents:

“When the results were being processed manually, one will have to go to each department up to four times before one can process the results of his student. After getting the mark-sheet, one will then have to write it on the broad sheet before it is typed one after the other. TNU, TCP and CGPA were calculated using calculator. But nowadays, there is a link between the ISIS and the e-portal. The advisers have to download the results without having to stress one self. The ISIS is far better than the manual system...”

“... it is far better than manual especially when dealing with a large special elective class...”

“...it is not time consuming like the era of manual system, the ISIS is inter-linked with the e-portal so it is easier...”

“...the efficiency and the time of delivery have been improved. Computation of CGPA is basic and easy...”

“...the students can now see their results online; they can see their computation, their CGPA though it is provisional

because one has to come back to the faculty to get the results officially... ”

“...without doubts where we are now better than where we are coming from...”

ii. Relationship between Technology Improvement and Personal Career Development

Here, respondents were asked to describe the effects of the computation of results on their personal career development. From the findings, it can be reasonably inferred that despite the ease of the ISIS package in computing result, the time consumption still impacts negatively on academic staff personal career development.

All the respondents said the processing of results is an administrative work and should be given to administrative staff. The reason given for this is that processing of results using ISIS and e-portal is time consuming. One of the respondents said processing of results “...is not part of promotion neither is it part of excess work load calculation. But it will be good if people are compensated for the time that is consumed especially when it is time for graduating students...” Corroborating this fact, another lecturer stated that:

“The major job done in this university is the computation of results. And this ought not to be so. As a researcher, the major aim should be promotion. There should be people in charge of computation of results and not the academic staff...one or two people should be employed for the duty...”

Also, another lecturer added:

“Well, I have my own personal attitude to things like that in life. It’s not every day of the year I have to process results... The processing of results, I think should count on promotion and also as excess work-load...The three assignments of the lecturers are teaching, research and services. Well, the posting of result could be part of service...The non-academic staff should be allowed to do their part and the academic staff should do the rest. But right now, it’s just too much on the academics”

The implication of this is that they would have been more productive in terms of teaching and research if processing of result is handled administratively. Though, according to a lecturer, posting of results could be part of services, but he was of the opinion that processing of result should count on promotion and also should be specially remunerated as excess work-load.

3.3.2. Andragogical Theory of Adult Learning and Its Implication for the Study

Here we look closely at the Andragogical theory of adult learning from which this study has drawn significant insights.

The Malcolm Knowles Andragogical Theory of Adult learning was based on six assumptions.

- 1) The need to know: Adults need to know why they need to learn something before undertaking to learn it.
- 2) The learners’ self-concept: Adults have a self-concept of being responsible for their own decisions, for their own lives. Once they have arrived at that self-concept, they develop a deep psychological need to be seen by others and treated by others as being capable of self-direction.
- 3) The role of the learners’ experiences: Adults come into an educational activity with both a greater volume and a different quality of experience.
- 4) Readiness to learn: Adults become ready to learn those things they need to know and be able to do in order to cope effectively with their real-life situations.
- 5) Orientation to learning: Adults are life-centered (or task-centered or problem-centered) in their orientation to learning.
- 6) Motivation: Adults are responsive to some external motivators (better jobs, promotions, higher salaries, and the like), but the most potent motivators are internal pressures (the desire for increased job satisfaction, self-esteem, quality of life, and the like) (Knowles, Holton III. and Swanson 2005).

The first is the need to know. Here Knowles argued that adults need to know why they need to learn something before

undertaken to learn it and anything they found necessary to learn on their own they will invest considerable energy in probing into the benefit they will gain from learning it and the negative consequences of not learning it.

4. Implication of the Assumption

It was noticed that most of the participants involved in result posting were not selected based on any serious criteria but the responsibility was imposed on them because they were part advisers, graduate assistants, and members of committee set up to see to the computation of results in the particular departments. The other members of the department may escape this duty if they were never selected to be part adviser and especially the senior colleagues who may not participate in the training or the computation through ISIS and e-portal.

Although Malcolm Knowles believed that adults need to know why they need to learn something before undertaking to learn it, most of the members of staff may not see the need to learn this package but had to learn it under compulsion.

Knowles therefore suggested that facilitators of learning should help the learners become aware of the “need to know”. The value of the new knowledge can be explained to the learners, as improving the effectiveness of the learners’ performance or the quality of their lives. It became clear from the comments of the respondents that there was no sensitization of any form before they were saddled with the responsibility of computing results. Andragogy recommends that the learner be allowed to participate in diagnosing his educational needs, planning his experiences and developing a suitable learning climate.

In the second assumption, Knowles stated that adults as learners have a self-concept of being responsible for their own decisions, for their own lives; they resent and resist situations in which they feel others are imposing their wills on them. This may explain why some respondents mentioned that the senior colleagues who were used to the manual method did not show any interest in the new electronic version of result computation which some younger lecturers saw as a better way of computing results. Unfortunately, the system allowed it. As a respondent rightly stated:

“We have some of our old senior colleges that have not served as part advisers in this era of ISIS and e-portal. It will be an aberration when you expect them to come around now and serve as result posting officials. I am not just sure of their computer competence...”

Thirdly, adults accumulate a wealth of experience and they come into an educational activity with a greater volume and different quality of experience from youths; therefore, teachers of adults are to take cognizance of this fact.

Implication of this assumption

By virtue of simply having lived longer, adults have accumulated more experience than they had as youths. It means that many kinds of learning reside in the adult learner themselves. Andragogy recommends that the best technique is experiential techniques that tap into the experience of the learners. A number of the respondents agreed that they were trained while two didn’t need the training at all. These two people could have had experience with the use of computer and so found it easy to adjust. Therefore, their wealth of experience should have been used in designing the package. Although some senior colleagues could have accumulated a lot of experiences but may not be useful in the development, introduction, and managing this result processing packages. This may be the way the university sector in charge of the package felt and did not take everyone along on the introduction of the package. Knowles stated that the fact of having greater experiences, make us to develop mental habits, biases and presupposition that tend to cause us to close our minds to new ideas, fresh perceptions, and alternative ways of thinking. The implication of this fact for adult education is that in any situation in which adults’ experience is ignored or devalued, they perceive this as not rejecting just their experience, but rejecting them as persons.

Fourthly, adults become ready to learn those things they need to know and be able to do in order to cope effectively with

their real-life situations.

The critical implementation of this assumption according to Knowles is the importance of timing learning experience to coincide with those developmental tasks. Therefore, the Graduate Assistants were ready to learn the use of the ISIS package because it will help them to cope with their new jobs whereas many of the professors did not see the need to learn it since most of them did not need to compute results; therefore, the knowledge was not useful to them.

An especially rich source of “readiness to learn” according to Knowles is the developmental tasks associated with moving from one developmental stage to the next. As one of the respondents expressed satisfaction and was happy that he has not only mastered the use of the package, he is now involved in the training of new members of staff.

Furthermore, Adults are motivated to doing things that they can put to immediate application not for future use; thus they are problem-centered.

From what all our respondents said we can infer that those who were assigned to result computation were motivated to learn it to the extent of practicing it because they will have to put it into immediate application to solve problem in the area of their duties.

Adults are motivated to devote energy to learning something to the extent that they perceive that it will help them perform tasks or deal with problems that they confront in their life situation. Furthermore, they learn new knowledge, understandings, skills, values, and attitudes most effectively when they are presented in the context of application to real-life situations. Some of the old professors did not bother to learn to use this package because they did not have to compute results. Knowles stated that because most adults learnt in order to be equipped to overcome problems which current life situations present; they wish to put into immediate use what they learn. They are mostly motivated to learn because they are seeking solutions to the problem they encounter in their roles as parents, workers, citizens and so on. In this regard, andragogy recommends that teacher of adults should be people-centered rather than being subject-matter-centered and as such, the subject-matter concept should give way to one which is problem-centered. Andragogy further recommends that the starting point of every learning situation ought to be the problem which the learners have on their minds rather than conclusions drawn from the responses.

Moreover, while adults are responsive to some external motivations (better jobs, promotions, higher salaries, and the likes), the most potent motivators are internal pressures (the desire for increased job satisfactions, self-esteem, quality of life and the likes).

In all departments sampled, respondents confirmed that once a member of staff is employed they are deployed to work on ISIS. We do not see any motivator there because they have to do it whether they like it or not. Some are of the opinion that it should attract extra pay or should count as part of criteria for promotions. We believe this will encourage people to want to take part. It is wrong for some people to be involved in such tedious activity as described by some respondents and some people are exempted. Those taking part in it should be compensated one way or the other as this will obviously motivate those involved since it was confirmed that one can pass through the university as a member of staff and not be involved in computation of result.

5. Conclusion and Recommendations

5.1. Conclusion

Singh (2011) stated that improved technologies should be relevant technologies and must match or conform to the biophysical and socio-economic conditions of those expected to adopt them. Without doubts, the introduction of new technology has helped lecturers in Obafemi Awolowo University in charge of computation of results, and has made their job easier but a lot has to be done to make this new technology more user-friendly and less rigorous.

5.2. Recommendations

- 1) There is need for feed-back.
- 2) The developers should try to work on the improvement of the package using the feed-back gotten from the users of the package.
- 3) The university should improve on the power supply to the university generally or put in place designated centres where electricity supply is not interrupted so that results computation is not affected in any way.
- 4) Members of staff should be motivated in different ways to respond positively to the package.
- 5) The part advisers should be proactive in guiding their students in taking correct decisions as regards their academic affairs.
- 6) Training on the ISIS package should be incorporated into the orientation programme for new academic staff so that it becomes part of everyone's duty.
- 7) Junior colleagues should be paired up with their senior colleagues in the system so that learning can be communal. People should not feel that they are above result processing.
- 8) Also there should be a practice in place to allow everyone to be a part of result computation.
- 9) The E-portal should provide a chatting zone on the page. But it will be effective when the number of students to a part-adviser is minimal.
- 10) Although students can register anywhere in the world i.e. internet, handset but when a student has a course to offer, and it has a prerequisite, the students should consult the advisers pertaining which course they are to register. But information that can guide the students through can be made available on the E-portal.

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Supporting material

Definitions

E-Literacy is all about being able to use the computer. This can also mean the use of internet or offline through CD-ROM, etc. The online requires the use of browsers such as Internet Explorer. It can come in form of Audio, Visual, and Audio/Visual. But in this paper, E-Literacy simply means the ability to use the computer, the internet and all that has to do with result possessing through the use of ISIS and the e-portal in Obafemi Awolowo University. It means browsers-based technology.

TCP—Total Cumulative Point

TNU—Total Number of Units

CGPA—Cumulative Grade Point Aggregate

Less than 15 Unit—When a student has courses less than 15 unit to register as below the required 24 units per semester, a special permission has to be obtained from the Faculty Board for a waiver. This scenario is common to students having outstanding courses to pass before

graduation.

Leave of Absence—If and when a student will not be in school at a particular period of time due to ill-health or other genuine reason, a leave of absence permission should be sought from the Faculty Board

C.A- Continuous Assessment—This is in form of tests before the examination on courses offered by the students.

Awaiting Result (A.R.) —This may come up when a candidate's result is still being awaited after the completion of the examination and the lecturer has to present the Part's results. Then A.R will appear at the place the score should have appeared.

Part Adviser—This is the academic advisor for a particular level of the students. They offer general advice to his group and see to it that the results of the group is compiled, processed and presented to the Departmental Board of Examiner.

Academic Staff- Was used interchangeably with lecturers in this study.